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ABSTRACT

This report describes the development in 1986 of a management information system by the Sacramento City (California) Unified School District for use in high schools. A nine-page attachment, which comprises two-thirds of the report, offers profiles of selected schools drawn from the databases. Data sets of 200 information items, collected from all 85 schools, were grouped into 4 categories: school background data; student achievement data; opinion survey data from staff, parents, and students; and facility data. Strategies responsible for the system's success are the following: (1) seeking inputs--a committee of representatives from the district guided database development; (2) team strategies--management members brainstormed to produce database characteristics and developmental strategies; (3) continuity of tasks--tasks were divided into segments and implemented simultaneously by a group or continuously and sequentially by individuals until a main project resulted; and (4) utilization of computer technology--various computer skills and backgrounds used depended on staff members' backgrounds, system strength and capability, and consultation services. The preceding strategies are illustrated by a flowchart of task preparation by staff on school reports. The attached school profiles present data set results. Student, staff, and parent surveys include opinions on learning environments, programs, rules, and learning usefulness. Other data cover student achievement, district finances, and school demographics. (CJH)

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EDUCATIONAL DATA BASE AND SCHOOL PROFILE REPORTS

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Sacramento, CA

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Paper Presented to :

California Educational Research Association
Marina del Rey, California
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DATA BASE

During the 1985-86 school year, the Administrative and Evaluation Services(A & E) Office in the Sacramento City Unified School District developed a Management Information System (MIS). The system collected a set of data for all 85 schools. These data consist of more than 200 items of information which are grouped into four categories and saved as separate computer files.

1. BACKGROUND DATA - This file includes school background information, such as address, year built, student ethnic composition, number of students bused, type of educational programs offered, etc..
2. ACHIEVEMENT DATA - This file consists of students' scores on standarized tests such as CAP, CTBS, Proficiency, SAT, etc..
3. SURVEY DATA - This file includes staff opinions, parent opinions, and student opinions.
4. FACILITY DATA - Information about conditions of school facilities is saved on this file.

The current data base is stored on flopy disks which can be processed on an IBM personal computer using Lotus 123. The four data files are organized in the same format and ordered in the same system. Each record in a file contains information about a school.

CONSIDERATIONS AND STRATEGIES USED IN DEVELOPMENT

Although the data base has been established only for about four months, it has been proved to be useful and easy to manage. Part of the success of this system can be attributed to the structure of the data base and to the approaches used in developing the system. Summarized below are some of the strategies used and the rationals for their adoption.

1. Seeking Inputs. In order to make the data base to meet the needs of the different purposes (e.g. instruction, management, etc..) of the district and to promote the use of the information, a steering committee consisting representatives from all segments of the district was established. The data base was developed according to the guidance of the committee, the district executive staff and the opinions of the school principals.

2. Team Strategies. The data base system was accomplished through a team effort among all persons in the A & E Office under the coordination of the director of the Evaluational Services Department. The seven management members brain stormed about the characteristics of the data

base and the strategies of development(e. g. what types of information were needed, where the data sources were, and who was responsible, and how to gather them with least cost and time, etc..). Based on each person's involvement with school projects and background, the duties of data collection and development responsibilities were shared.

3. Continuity and Consistency of Tasks. Tasks involved in developing the system were divided into segments. The segments were so designed that tasks were carried out by multiple persons simultaneously or continuously one after the other and that the results were assembled into a main project. For example, a standard format for school information was adopted and followed by all staff members involved in data collection. After all data were gathered on disks from different sources by different people, these data were combined and organized into the data base without much difficulty.

4. Utilization of Computer Technology. The data files are saved on disks using the Lotus 123 software. Data are extracted and processed through other computer systems, such as dbase III and Microsoft Word, for reporting purposes. Various computer skills and systems were used based on the following considerations.

a. Staff Members' Background. Lotus 123 software was utilized in collecting and maintaining data for two reasons: (1) Lotus was commonly used by most of the staff in the office and (2) many data had been already collected using the 123 system. Microsoft Word was used in preparing reports because all technicians in the office had some training in the system and it was easy to learn and to apply.

b. Strength and Capability. The data were saved as Lotus 123 files because they can be viewed on the screen and they were easy to be updated. Dbase III was used in data preparation and report generation for its efficiency in data manipulation. Microsoft Word was used in preparing report for its ability to import dbase files, its many strengths in word processing and its conformity with the Laserjet printer.

c. Consultation Services. Outside consultants were solicited for advice and exploration purposes in the development stage.

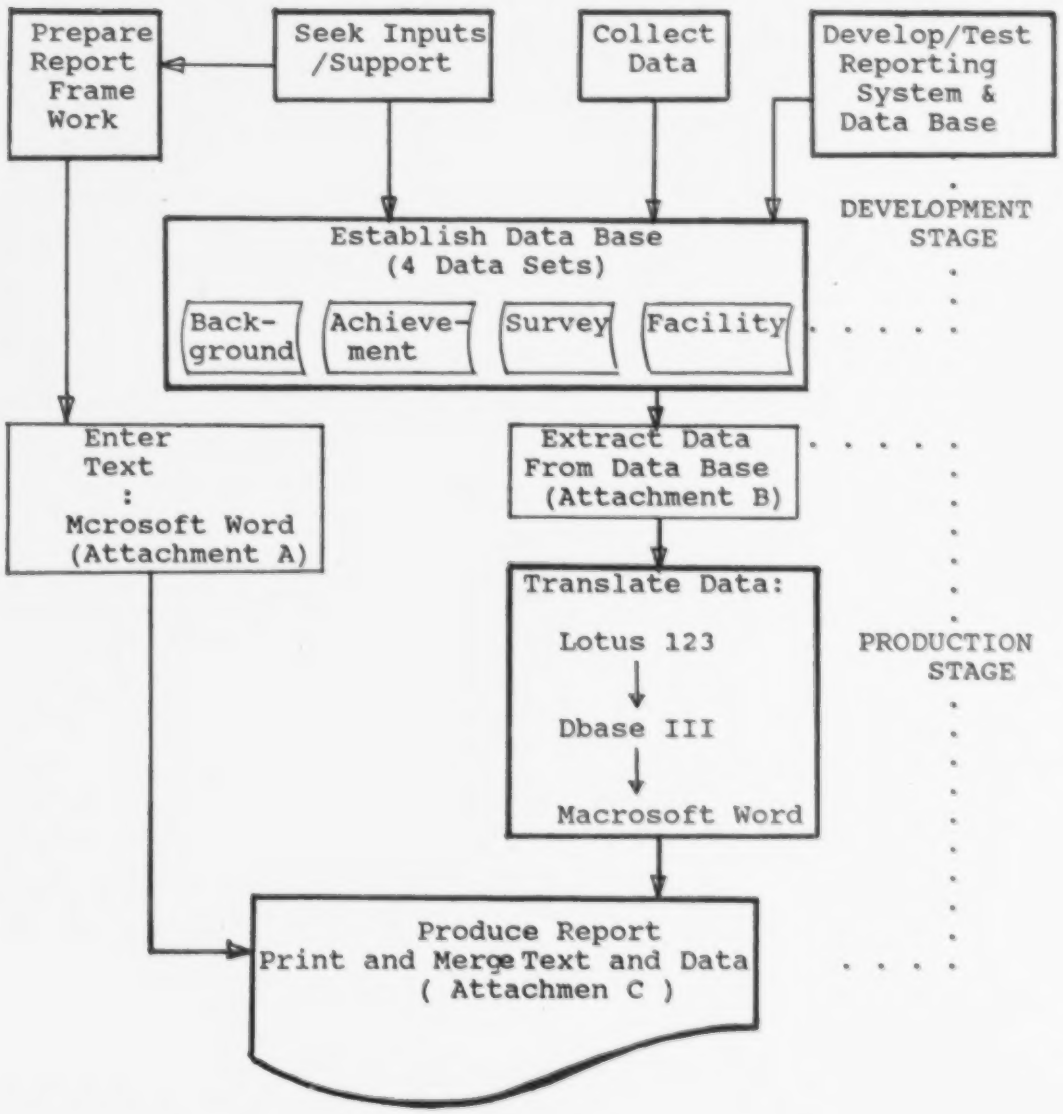
EXAMPLE

The considerations and strategies mentioned above are demonstrated in the following example and are illustrated in the chart.

In summer, 1986, the A & E Office staff members worked simultaneously in different capacities to prepare for the school reports. At first, all staff members were involved

in collecting information. When the data were organized into the data base in August, the administrator sought input from the executive staff in the district. The director designed the framework of the report. A research specialist who was responsible for establishing the data base and the reporting process tested the system. One research technician prepared the wordprocessing part of the reports and another technician compiled the data for the merging process. In September, when all parts of the reporting tasks were ready and field tested, they were put together on the computer system. The reports for 74 schools were generated.

SCHOOL REPORT TASK CHART



Attachment A

H_PROFI.MIS

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DRAFT COPY 9/12/86 (Date)

PROFILE OF «name» HIGH SCHOOL

Address: «street»
Sacramento, CA «zip»
Telephone: «phone»

The «name» High School was built (or remodeled) in «year». The school principal is «princ». The school occupies «acre» acres and has «classrm» classrooms.

School Enrollment

«Name» school serves students in grades «grades», and can hold up to «cap» students without modification. The school had «enrol» students enrolled in November, 1985. Enrollment for the 1986-87 school year is estimated to be «enrolp». Last year, there were «nteach» teachers and other certificated staff at «name» school, and the average class size was «classz» students.

Enrollment at individual schools is affected by permits and alternative programs. During a typical month in 1985-86, «permout» students living in the «name» school attendance area attended other district schools while «permin» students from other district schools enrolled at «name» school. In contrast, a typical district school had «perminds» permits in and «permoutd» permits out.

Student Attendance

In a typical month during the 1985-86 school year, «name» school had «ada» percent attendance. The district's average daily attendance is called ADA. District high schools had «adadis» percent attendance (ADA) during the same period. School districts receive most of their money from the state on the basis of ADA.

College-Going Students

Records for 1984-85 show that «ncol» students or «pcol» percent of «name» school's graduates were enrolled at these colleges:

Universities of California: «nuc»
California State Universities: «ncsu»
Community Colleges: «ncc»

Student Population

The racial/ethnic makeup of the students at «name» school in the fall, 1985, is presented in the charts below:

«Name» school has «LEP» students who speak another language and are limited in their use of English.

Special School Programs

«Name» school has the following special programs for its students:

«speprog»

School Use By Others

«Name» school is also used by community groups when school is not in session. Last year, community groups used this school «commusc» times for activities. District schools had an average of 206 uses by community groups.

H_PROF2.MIS

<data a:part2h.mis>

PROFILE OF <NAME> HIGH SCHOOL

STUDENT ACHIEVEMENT

California Assessment Program

The California Assessment Program (CAP) tests all students in the state when they are in grades 3, 6, 8 and 12. High schools have reports for students in grade 12. The most recent scores are from the spring of 1986. Scores for students at <name> school are compared with the average scores made by students in the Sacramento City Unified School District. The 1986 percent correct scores in reading, written expression and math are:

	Grade 12 District	School
Read	<r12d>%	<r12s>%
Wr.Exp	<w12d>%	<w12s>%
Math	<m12d>%	<m12s>%

Proficiency Tests

Students in high school take a three-part proficiency test in grade 9 and a four-part proficiency test in grades 10, 11, 12. Last year, the percent of students at <name> school passing each part of the proficiency test was:

Reading	<rprof>%
Writer's Skills	<wprof>%
Math	<mprof>%
Paragraph	<pprof>%

Reading for Pleasure

Twelfth grade students were asked to tell the number of hours they spent on a typical weekday reading for pleasure. District students spent <readd> hour(s). Students at <name> school spent <reads> hour(s) reading for pleasure.

Student Opinions

High school students were asked if their instruction in reading and math was helpful. In the district, 4 out of 5 students said that the instruction was helpful. Students at <name> school responded as follows:

Is instruction helpful? YES
Reading instruction: <readhelp>%
Math instruction: <mathhelp>%

Parent Opinions

A sample of 15% of the families at every school were sent surveys about the school programs. From <name> school, <nres> parents responded to the survey. Parents reported that <acagrn> of them or <acagrp> percent are satisfied with their child's academic growth at school.

High school parents from throughout the district (<nresp>) responded that 2 out of 3 believe the school programs in reading, language and math are successful, and half are satisfied with their child's academic growth at school.

Time On Homework

District grade twelve students reported that <hmwkd> percent spend an average of 2 hours or more each weekday doing homework outside of school. At <name> school, <hmwks> percent of students spend an average of 2 hours or more on homework each weekday.

High school parents in the district reported that <sufhmwkd> percent thought the schools gave sufficient homework. For <name> school, <sufhmwks> percent of <nres> parents agreed that their children receive sufficient homework.

H-PROF34.MIS

<data a:part3h.mis>

PROFILE OF <NAME> HIGH SCHOOL

School Buildings

When students were asked whether their school grounds and buildings are clean and attractive, nearly one-half of the high school students reported that they were. At <name> school, <cleans> percent of the students reported that the school was clean and attractive.

Parents were also asked about school cleanliness and maintenance. Across the district, parents gave the schools better marks than the students, with about 3 out of 4 parents reporting that the schools were clean and attractive. Of the <nres> parents at <name> school who returned surveys, <cleanp> percent reported that this school was clean and <attp> percent said this school was attractive.

Following School Rules

School employees were asked how well students followed the school rules. According to 59 percent of the high school personnel, students do a good job of following school rules.

When asked about how students treat school property, only 21 percent of the high school students felt that other students treated school property with respect.

School Expectations and Student Progress

When the district personnel were asked whether or not enough information is given to parents about school expectations, 66 percent of the high school personnel felt that sufficient information was given to parents. Of the personnel at this school, <exp> percent thought that enough information was given.

When high school staff were asked if parents received enough information about student progress, most of them (70%) said that parents did.

District parents reported that 77 percent understand the grading policy at their child's high school. At <name> school, <ngrade> parents (<ngrade> percent of those surveyed) reported they understand the grading policy.

Time Watching T.V.

Twelfth grade students told how much they watched T.V. on a weekday. District students averaged <tvd> hour(s), and students from <name> school averaged <tvs> hour(s).

Learning Environment

District high schools students report that half (54 percent of them) like school. Students at <name> school reported that <likes> percent like school.

Parents at <name> school reported that <plike> percent of the <nres> surveyed believe their children like school. District-wide, parents were positive, with 76 percent feeling that their children like school.

High school personnel in the district reported that <likewkd> percent liked working at their school, compared with <likewks> percent of those at <name> school.

<data a:part3h.mis>

PROFILE OF <NAME> HIGH SCHOOL

Usefulness of Learning

When students were asked whether or not they felt what they were learning was useful, district-wide, 73 percent of the high school students thought that what they learned was useful. At <name> school, <useful> percent of the students thought what they learned was useful.

District Finances

In 1985-86, the Sacramento City Unified School District received $2400 from the state, plus $563 from other sources, making a total of $2963 for each student attending the district.

Last year, the district spent 89.4% of its income for staff salaries. The district spent 5.4% of its income on maintenance, utilities and insurance. Books, supplies and equipment used 4.6% of the budget. The small amount of the budget that remained was used for other operating expenses.

Profile Information

The surveys referred to in this report include a student survey given to all high school students (with an 86 percent response rate); a staff survey given to teachers and all other district staff (with a 71 percent response rate); and a parent survey sent to a random sample of 3930 homes (15% of the families). Responses were received from 2240 parents. The district parent survey has a margin of error of 2 percent--percents reported might vary by plus or minus 2.

The information in this profile was gathered and prepared by the Administrative and Evaluation Services Office. It presents the most current information as of August, 1986. For further information, call 454-8601.

PART1H.MIS

```
name,street,zip,phone,year,acre,classrm,grades,cap,commuse,p
rinc,nteach,enrol,enrolp,ada,classz,lep,permin,permout,spepr
og,adadis,permind,permoutd,ncol,pcol,nuc,ncsu,ncc
" C. K. McClatchy","3066 Freeport Blvd.","  95818","  454-
8300","1936","  29","  73","  9 -12","088","","William
Morgan","   96","2046","  2151","  94","   28","   17","
437","  275","Humanities & International Studies; ROTC;
Vocational Ed.; RSP classes; and
learning/physically/visually/severly handicapped classes for
91 students.","   92","  250","  361","  205","   55","
16","   33","  156"
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PART2H.MIS

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name,r12s,l12s,m12s,r12d,l12d,m12d,rprof,wprof,pprof,mprof,r
eads,readd,mathhelp,readhelp,nres,acagrn,acagrp,nresp,hmwkd,
hmwks,sufhmwks,sufhmwkd
"C. K. McClatchy","  56","  62","  66","  60","  61","
66","  98","  98","  96","  99","   1","   1","  74","
76","  109","  67","  61","  590","  31","  27","  82","  85"
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PART3H.MIS

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name,cleans,nres,cleanp,attp,exp,ngrade,pgrade,tvs,tvd,likes
,plike,likewks,likewkd,useful
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2","  2","72","76","93","82","73"
```

Attachment C

DRAFT

PROFILE OF C. K. McClatchy HIGH SCHOOL

Address: 3066 Freeport Blvd.
Sacramento, CA 95818
Telephone: 454-8300

The C. K. McClatchy High School was built (or remodeled) in 1936. The school principal is William Morgan. The school occupies 29 acres and has 73 classrooms.

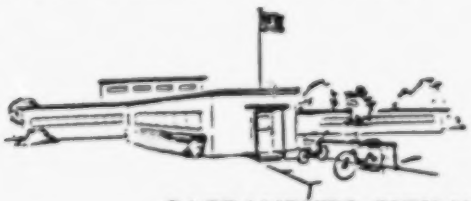
School Enrollment

C. K. McClatchy school serves students in grades 9 -12, and can hold up to 1998 students without modification. The school had 2046 students enrolled in November, 1985. Enrollment for the 1986-87 school year is estimated to be 2151. Last year, there were 96 teachers and other certificated staff at C. K. McClatchy school, and the average class size was 28 students.

Enrollment at individual schools is affected by permits and alternative programs. During a typical month in 1985-86, 275 students living in the C. K. McClatchy school attendance area attended other district schools while 437 students from other district schools enrolled at C. K. McClatchy school. In contrast, a typical district school had 250 permits in and 361 permits out.

Student Attendance

In a typical month during the 1985-86 school year, C. K. McClatchy school had 93.65 percent attendance. The district's average daily attendance is called ADA. District high schools had 92 percent attendance (ADA) during the same period. School districts receive most of their money from the state on the basis of ADA.



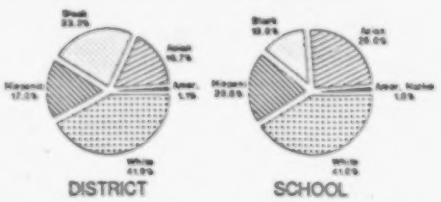
College-Going Students

Records for 1984-85 show that 205 students or 55.10 percent of C. K. McClatchy school's graduates were enrolled at these colleges:

Universities of California: 16
California State Universities: 33
Community Colleges: 156

Student Population

The racial/ethnic makeup of the students at C. K. McClatchy school and the district in the fall, 1985, is presented in the charts below:



C. K. McClatchy school has 17 students who speak another language and are limited in their use of English.

Special School Programs

C. K. McClatchy school has the following special programs for its students:

Humanities & International Studies; ROTC; Vocational Ed.; RSP classes; and
learning/physically/visually/severly handicapped classes for 91 students.

School Use By Others

C. K. McClatchy school is also used by community groups when school is not in session. Last year, community groups used this school 276 times for activities. District schools had an average of 206 uses by community groups.

PROFILE OF C. K. McClatchy HIGH SCHOOL

STUDENT ACHIEVEMENT

California Assessment Program

The California Assessment Program (CAP) tests all students in the state when they are in grades 3, 6, 8 and 12. High schools have reports for students in grade 12. The most recent scores are from the spring of 1986. Scores for students at C. K. McClatchy school are compared with the average scores made by students in the Sacramento City Unified School District. The 1985-86 percent correct scores in reading, written expression and math are:

Grade 12	District	School
Read	60 %	56.30%
Wr.Exp	61 %	62.10%
Math	66 %	66.30%

Proficiency Tests

Students in high school take a three-part proficiency test in grade 9 and a four-part proficiency test in grades 10, 11, 12. Last year, the percent of students at C. K. McClatchy school passing each part of the proficiency test was:

Reading	98 %
Writer's Skills	98 %
Math	99 %
Paragraph	96 %

Reading for Pleasure

Twelfth grade students were asked to tell the number of hours they spent on a typical weekday reading for pleasure. District students spent 1 hour(s). Students at C. K. McClatchy school spent 1 hour(s) reading for pleasure.

Student Opinions

High school students were asked if their instruction in reading and math was helpful. In the district, 3 out of 4 students said that the instruction was helpful. Students at C. K. McClatchy school responded as follows:

Is instruction helpful? YES
Reading instruction: 76 %
Math instruction: 74 %

Parent Opinions

A sample of 15% of the families at every school were sent surveys about the school programs. From C. K. McClatchy school, 109 parents responded to the survey. Parents reported that 67 of them or 61 percent are satisfied with their child's academic growth at school.

High school parents from throughout the district (590) responded that 2 out of 3 believe the school programs in reading, language and math are successful, and half are satisfied with their child's academic growth at school.

Time On Homework

District grade twelve students reported that 31 percent spend an average of 2 hours or more each weekday doing homework outside of school. At C. K. McClatchy school, 27 percent of students spend an average of 2 hours or more on homework each weekday.

High school parents in the district reported that 85 percent thought the schools gave sufficient homework. For C. K. McClatchy school, 82 percent of 109 parents agreed that their children receive sufficient homework.

PROFILE OF C. K. McClatchy HIGH SCHOOL

School Buildings

When students were asked whether their school grounds and buildings are clean and attractive, nearly one-half of the high school students reported that they were. At C. K. McClatchy school, 47 percent of the students reported that the school was clean and attractive.

Parents were also asked about school cleanliness and maintenance. Across the district, parents gave the schools better marks than the students, with about 3 out of 4 parents reporting that the schools were clean and attractive. Of the 109 parents at C. K. McClatchy school who returned surveys, 87.16 percent reported that this school was clean and 85 percent said this school was attractive.

Following School Rules

School employees were asked how well students followed the school rules. According to 59 percent of the high school personnel, students do a good job of following school rules.

When asked about how students treat school property, only 21 percent of the high school students felt that other students treated school property with respect.

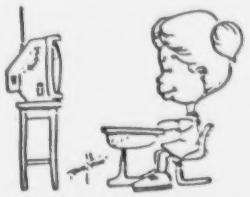
School Expectations and Student Progress

When the district personnel were asked whether or not enough information is given to parents about school expectations, 66 percent of the high school personnel felt that sufficient information was given to parents. Of the personnel at this school, 71 percent thought that enough information was given.

When high school staff were asked if parents received enough information about student progress, most of them (75%) said that parents did.

District parents reported that 77 percent understand the grading policy at their child's high school. At C. K. McClatchy school, 89 parents (82 percent of those surveyed) reported they understand the grading policy.

Time Watching T.V.



Twelfth grade students told how much they watched T.V. on a weekday. District students averaged 2 hour(s), and students from C. K. McClatchy school averaged 1.80 hour(s).

Learning Environment

District high school students report that half (54 percent of them) like school. Students at C. K. McClatchy school reported that 72 percent like school.

Parents at C. K. McClatchy school reported that 76 percent of the 109 surveyed believe their children like school. District-wide, parents were positive, with 76 percent feeling that their children like school.

High school personnel in the district reported that 82 percent liked working at their school, compared with 93 percent of those at C. K. McClatchy school.

PROFILE OF C. K. McClatchy HIGH SCHOOL

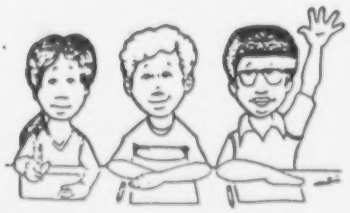
Usefulness of Learning

When students were asked whether or not they felt what they were learning was useful, district-wide, 73 percent of the high school students thought that what they learned was useful. At C. K. McClatchy school, 73 percent of the students thought what they learned was useful.

District Finances

In 1985-86, the Sacramento City Unified School District received $2400 from the state, plus $563 from other sources, making a total of $2963 for each student attending the district.

Last year, the district spent 89.4% of its income for staff salaries. The district spent 5.4% of its income on maintenance, utilities and insurance. Books, supplies and equipment used 4.6% of the budget. The small amount of the budget that remained was used for other operating expenses.



Profile Information

The surveys referred to in this report include a student survey given to all high school students (with an 86 percent response rate); a staff survey given to teachers and all other district staff (with a 71 percent response rate); and a parent survey sent to a random sample of 3930 homes (15% of the families). Responses were received from 2240 parents. The district parent survey has a margin of error of 2 percent--percents reported might vary by plus or minus 2.

The information in this profile was gathered and prepared by the Administrative and Evaluation Services Office. It presents the most current information as of August, 1986. For further information, call 454-8601.

Sacramento City Unified School District

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